DOCUMENT RESUME

ED 089 819 JC 740 128

AUTHOR Hartwig, John Edward
TITLE An Investigation of Adult Counseling and Guidance Programs in the Public Community Junior Colleges of Kansas.
PUB DATE May 73
NOTE 36p.; A paper abstracting major research findings from a Doctoral Dissertation, Kansas State University, May, 1973

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Adult Counseling; Adult Education Programs; *Adult Students; *Community Colleges; *Counseling Programs; Guidance Counseling; Guidelines; *Junior Colleges
IDENTIFIERS Kansas

ABSTRACT

The purpose of this study was to investigate the role and scope of adult counseling and guidance programs in the 19 public community colleges in Kansas. The study is specifically concerned with providing data which could assist in establishing guidelines to adult counseling and guidance programs. The data was collected from two groups in each community college: (1) counselors working primarily with adults, and (2) administrators of adult student personnel programs, adult or continuing education programs. The research procedures are explained in detail including the development of a questionnaire. Research findings, recommendations and personal observations are provided and a bibliography concludes the report. (Author/SW)

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ED 089819

AN INVESTIGATION OF ADULT COUNSELING AND GUIDANCE PROGRAMS IN THE PUBLIC COMMUNITY JUNIOR COLLEGES OF KANSAS

by

JOHN E. HARTWIG

NORTHWEST REGIONAL EDUCATIONAL LABORATORY

JC 740 128

A paper abstracting major research findings from Doctoral Dissertation.

Mahattan: College of Education,

Kansas State University

May, 1973

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AN INVESTIGATION OF ADULT COUNSELING AND GUIDANCE PROGRAMS IN THE PUBLIC COMMUNITY JUNIOR COLLEGES OF KANSAS[1]

SECTION I

INTRODUCTION

Present day society is turbulent with social, political, and scientific change of great force, swift pace, and high order complexity. The enduring characteristic of modern society is change. Change will inevitably occur and, as it does, people must make adaptations. Toffler (1970, p. 1) observed "...change is the process by which the future invades our lives, and it is important to look at it closely, not merely from the grand prospectives of history, but also from the vantage point of ... individuals who experience it."

London (1964, p. 132) predicted that as a result of the knowledge explosion compounded with the factors of rapid pace, social change, obsolescence of knowledge, technological developments, impact of cybernetics, and the loss of identity for the individual, the adult student is finding it necessary to return to systematically organized programs of adult education. The adult student does so because of a basic recognition that today's social, economic, and cultural trends clearly dictate the need for continuing education. Any individual who wants to fully participate in the life of his community and

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[1] This paper reports a summary of some of the major findings reported in Hartwig, J. E., An Investigation of Adult Counseling and Guidance Programs in the Nineteen Public Community Junior Colleges in the State of Kansas, Manhattan: College of Education, Kansas State University, May, 1973.

gain advancement in a chosen career must acquire a tremendous amount of new information to keep abreast of changing career, sociological, psychological, and personal trends in current life style patterns.

Education is one of the major determinants of an individual's career choice and life style. Drucker (1969, p. 311) felt "...education has become the key to opportunity and advancement all over the modern world, replacing birth, wealth, and perhaps even talent. Education has become the first value choice of modern man."

It becomes increasingly clear that as the pattern of continuing education continues to be more accepted as an integral part of the total educational system, the community colleges are in a unique position to meet the diverse demands of a rapidly changing society. Roueche (1968) observed that a major emphasis in the future (for the community college) will be on the training and retraining of adults.

Implied in this trend of adult and continuing education is the need for adult counseling and guidance programs which are considered an integral part of the total educational program. The Carnegie Commission on Higher Education (1970, p. 22) recommended that all community colleges should provide adequate counseling services for effective guidance including provision for involvement of the entire faculty in guidance of students enrolled in their courses.

If the community college is going to fulfill one of its five major functions--continuing education--and provide the kinds of counseling and guidance services which are oriented to the adult student, then research

must be conducted in the area of adult counseling and guidance to ascertain the kinds of priorities, commitments, and services that adult counselors should provide in their programs.

The need for such a study was well documented by Cross (1968 p. 52), Farmer (1971, p. 32), Axford (1969, p. 171) and Adkins (1973, p. 55). In the education of adults, effective counseling is one of the most neglected areas of development. There is a plethora of books, studies, and research dealing with the counseling of the undergraduate student, but little has been written or researched in this area as it relates to the adult student.

Statement of Problem

The purpose of this study was to investigate the role and scope of adult counseling and guidance programs in the nineteen public community junior colleges in Kansas. Specifically the study was concerned with providing data which could assist in establishing guidelines to adult counseling and guidance programs in Kansas public community junior colleges.

The data was collected from two groups in each community college: (1) those counselors working primarily with adults (N=23), and (2) the administrators of adult student personnel programs, adult or continuing education programs (N=20).

Research Questions

The data obtained from the study was used in an attempt to answer the following research questions:

1. What are the priorities of adult counseling and guidance programs
2. What are the major strengths and weaknesses of adult counseling and guidance programs
3. What are the major problems involved in establishing and implementing adult counseling and guidance programs
4. What are the major reasons, as perceived by the counselors and administrators, adults seek counseling and guidance services
5. How much of the counselor's and administrator's time is spent with adult counseling and guidance programs
6. What are the background experiences and professional preparation of adult counselors and administrators

Statement of Hypotheses

Four null hypotheses were tested in an attempt to answer research questions 1, 2, 3, and 4.

H_O I--There is no significant difference between the responses of adult counselors and their supervisors regarding the priorities of adult counseling and guidance programs.

H_O II--No significant difference between the responses of adult counselors and their supervisors regarding the degree of strengths and weaknesses of adult counseling and guidance programs.

H_O III--No significant difference between the responses of adult counselors and their supervisors regarding the major problems in establishing and implementing adult counseling and guidance programs.

H_O IV--No significant difference between the responses of adult counselors and their supervisors regarding the reasons adults seek counseling and guidance services.

Research questions 5 and 6 were answered through the use of the following descriptive hypotheses:

I -- Counselors and administrators do not devote enough time for development and implementation of adult counseling and guidance programs

II --Counselors and administrators lack the professional preparation and career experiences to provide counseling and guidance programs designed to meet the individual needs of adult students

Delimitations

The study was made with the following delimitations:

1. The study was limited to the adult counseling and guidance programs in the nineteen public community junior colleges in Kansas
2. The results, implications, and recommendations of the study are relevant to the state of Kansas and should not be generalized to similar programs in other states

Assumptions

The study was predicated on the following assumptions:

1. Education is a continuous, life-long process
2. Career choice is not a single, isolated, point-in-time decision; but rather a continuous on-going process based on individual perceptions and motivation
3. As our society continues to become increasingly complex, accelerated, transient, and technologically oriented, more adults will return to educational institutions for expanded training, acquisition of new skills, and broadened career choices
4. As the number of adults returning to educational institutions significantly increases, there will be an increased demand for adult counseling and guidance programs
5. The public community junior college, specifically the continuing education division or community services division, has the greatest potential to initiate realistic, meaningful adult education programs with community involvement being a major goal of the program
6. Each person is a unique individual with innate potential for self-actualization; striving to achieve a goal of becoming a fully functioning person
7. The end result or goal of all adult counseling and guidance programs is the facilitation of the adult achieving a realistic perception of the fully functioning self

Significance of the Study

There is a paucity of research identifying characteristics of counseling and guidance programs designed specifically for adults in the community junior colleges. No known attempt has been made in Kansas, on a state-wide basis, to identify characteristics of adult counseling and guidance programs in the nineteen public community junior colleges. Information obtained from this study should enable leaders in the Kansas State Department of Education to formulate state-wide guidelines, procedures, and policies, for more effective guidance programs to meet the individual and societal needs of the adult population.

This study could also be used as a pilot study for further research involving: (1) characteristics of adult students enrolled in either full time or part time educational programs in the public community junior colleges, and (2) adult counseling and guidance programs in the manpower programs (MDTA and WIN), area vocational technical schools, and other educational institutions and social agencies offering adult education programs

SECTION II

RESEARCH PROCEDURES

This section of the paper is designed to describe the populations, methodology employed, development of the research instrument, criteria for data, and procedures followed in the present study (Hartwig, 1973).

The Group Studied

The data was collected from two populations: (1) Those counselors who counsel primarily with adults, and (2) the immediate administrators of adult education, community services, or continuing education programs. Due to the limited number of both populations, a sampling procedure was not considered statistically valid. The data was obtained from every person represented in the population by a personal visitation to each public community junior college involved in the study.

The Methodology

The structured interview method, as described by Travers (1958, pp. 177-183) was the principal research methodology utilized in this study. Travers suggested that in the interviewing procedure the researcher should attempt to introduce as much uniformity as possible. In a highly structured interview, such as the type of interview used for this study, the same series of questions should be asked and the order of presentation should not vary from the preceding interview. A standardized procedure should be developed and followed in the introduction and conclusion of the interview.

The following interviewing procedure was established according to Scott's Occupational Survey (1967, pp. 35-36).

1. The interviewer introduced himself, explained the subject and purpose of the study, and that the interview was confidential relative to the specific counselor or administrator
2. The interviewer emphasized that cooperation was voluntary, that the survey was important to the interviewee, and the interviewee's answers were important to the survey results
3. The interview was conducted in the counselor's or administrator's office with no one present except the interviewer and interviewee
4. The questionnaire was explained and the interviewee filled out Sections A and B of the questionnaire
5. The interviewer explained and clarified points or questions which the interviewee did not understand
6. All coding of questionnaires and responses made were recorded at the time of the interview
7. The interviewer thanked each interviewee prior to leaving

In addition to the above procedures specific instructions were given relative to both sections of the questionnaire. The interviewee was asked to complete Section A of the questionnaire prior to completion of Section B. The interviewee was asked not to view Section B prior to completion of Section A due to the fact that specific portions contained in Section B, corresponding to Section A, may have influenced the way in which the interviewee would have answered Section A of the questionnaire.

The Research Instrument

The instrument used in the study was developed on the basis of information needed to obtain a clear perception of: (1) priorities of adult counseling and guidance programs, (2) strengths and weaknesses of adult counseling programs, (3) problems involved in developing and implementation of adult counseling programs, (4) reasons adults seek counseling and guidance services, (5) background of adult counselors and administrators, and (6) time spent with adult counseling and guidance programs.

Development of Instrument

Representatives of the Kansas State Department of Education met with the researcher in Topeka, Kansas to determine the information necessary to obtain a true picture of adult counseling and guidance programs in the nineteen public community junior colleges in the state of Kansas. The researcher also discussed various aspects of the study with teachers, counselors, and administrators, who attended a conference on the role and scope of adult counseling and guidance programs held at Hutchinson, Kansas during July, 1972.

From this preliminary work, a tentative questionnaire was developed. The instrument contained two sections. Section A of the questionnaire was developed to determine what each counselor and administrator perceived as being: (1) their main priorities, strengths, and weaknesses for their institutional adult counseling and guidance program, and (2) reasons adults seek counseling and guidance services in the public community junior college. This data was obtained by a listing and ranking procedure relative to the previously mentioned topics. The researcher analyzed the results and attempted to categorize, into major cluster areas, the main priorities, strengths, and weaknesses, of adult

counseling and guidance programs, and reasons adults seek counseling and guidance services common to all such programs in public community junior colleges in Kansas.

The categorization of the listed and ranked items followed the five rules of categorization of items into common cluster areas as stated by Kerling (1964, pp. 606-610). The five rules are: (1) categories are set up according to the research problem and purpose, (2) the categories are exhaustive, (3) the categories are mutually exclusive and independent, (4) each category is derived from one classification principle, and (5) any categorization must be on one level of discourse.

After the cluster areas had been established, the individual listing and ranking of items were then analyzed and entered into the appropriate cluster area according to the concept contained in each individual response utilizing Holsti's (1969, pp. 95-100) content analysis procedure.

Section B of the questionnaire was designed to obtain data relative to: (1) background information such as age, sex, official title, title of immediate supervisor, academic preparation, and employment history, (2) amount of time spent with adult counseling and guidance program, and (3) a modification of the Likert-type scale to determine; (a) perceptions regarding priorities of adult counseling and guidance programs, (b) strengths and weaknesses of adult counseling and guidance programs, (c) problems encountered in establishment, implementation, or continued development of adult counseling and guidance programs, and (d) reasons adults seek counseling and guidance services.

The listing of all statements, utilizing the Likert-type scales, were

based on the review of literature studies, suggestions from members of the Delphi committee, and Kansas State Department of Education representatives.

Likert Scale

The Likert Scale is ordinarily arranged, using five categories of "strongly agree," "agree," "undecided," "disagree," and "strongly disagree." However Turney and Robb (1971, p. 140) indicated a researcher can use more or less catergories if necessary. Best (1959, pp. 156-157) stated that it is important that the respondents express definite favorableness to a particular point of view. With this basic concept, it was decided to have the respondent rate his preference to each item utilizing the Likert-type scale. Specific scales were developed for each series of items on the questionnaire with specific directions specified for the rating system to be used on each scale.

Delphi Technique

The Delphi technique used by Cyphert and Gant (1970), and Davis (1972, pp. 45-48) was employed as a means of determining the validity of the instrument. The Delphi technique is a method for the systematic solicitation and collation of expert opinions. Helmer (1966b, P.1) stated the Delphi technique is applicable whenever policies and plans have to be based on informed judgment, and thus to some extent any decision making process. This technique consists of arriving at a consensus within a panel of experts who remain anonymous to each other. It does not require a face-to-face confrontation, but utilizes the technique of substituting a compared consensus for an agreed-on majority position. (Helmer, 1966a, p.1)

The Delphi technique has been justified primarily on the grounds that it prevents professional status and high position from forcing judgments in certain directions, as frequently occurs when panels of experts meet. Weaver (1971, p. 267) emphasized that the intention was to assume that changes in the instrument reflected rational judgment, not the influence of certain opinion leaders.

Although Delphi was originally intended as a forecasting tool, Weaver (1971, p. 271) suggested that its more promising educational application lies in the following areas: (1) a method for studying the process of thinking about the future, (2) a pedagogical or teaching tool which forces people to think about the future in a more complex way than they ordinarily would, and (3) a planning tool which may aid in probing priorities held by members and constituencies of an organization.

Uhl (1971, p. 20) reported on the outcomes of various research projects which used different numbers of respondents. In his study, the number of respondents ranged from four to fifty-five. There was no significant difference between the studies using small numbers of experts and those using larger numbers. The percentage of returns was greater with the small number of respondents. There is no set number of respondents which will insure maximum success with the Delphi technique. In the present study the researcher used a panel of six experts composing the Delphi committee. In all three evaluations of the questionnaire, the percentage of returns was one hundred percent. However, it was necessary to have a telephone follow-up on the first and second evaluations with

certain members of the Delphi committee to insure one hundred percent return of the instrument.

The tentative questionnaire was submitted to six experts in the fields of: (1) adult education, (2) community junior college, and (3) counseling and guidance, who had been contacted earlier and agreed to serve on the Delphi committee. These experts were from the above mentioned disciplines and lived in different areas of the country. The Delphi committe was composed of the following members: (1) a regional program director of adult education, (2) a director of counselor education and associate professor of education in a state college, (3) a dean of instruction in a community junior college and a professor of education, (4) a professor of education and community junior college specialist, (5) a dean of continuing education in a community junior college, and (6) an adult counselor in a community junior college.

These six people were requested to make additions, deletions, or corrections on the questionnaire to meet the stated objectives and goals of the study. The first questionnaire was mailed September 2, 1972 with a request that it be completed and returned by September 13, 1972.

The instrument was revised, utilizing suggestions by the committee members, mailed a second time on September 22, 1972 instructing the members to add, delete, or change the instrument to meet the stated objectives of the study. A request was made to complete and return the instrument by October 11, 1972.

After the revised questionnaires were returned a second time, and

the revisions summarized, the researcher consulted with his major professor relative to the second revision prior to the final mailing.

The questionnaire was sent the third and final time on October 20, 1972 with instructions stating that if any changes were to be made, the committee members should justify, in writing, the rationale for the suggested change. A request was made to complete and return the questionnaire by October 29, 1972. All six Delphi committee members achieved concensus on the final draft of the questionnaire.

After completion of the final draft of the questionnaire, consultation was held with key individuals who assisted in developing a format for computer analysis of the data.

Criteria for the Admissibility of Data

The inclusion of the data for this study was controlled by the following criteria, which were designed to insure that only responsible and authentic data would be used in the study:

1. Only select individuals in the Kansas State Department of Education and the writer's supervisory committee were consulted regarding the data to be collected
2. Publications referring to: (1) adult counseling and guidance services in institutions of higher education, and (2) adult counseling and guidance programs in community junior colleges were consulted
3. All members of the Delphi committee were knowledgeable in one of the following fields: (1) adult education, (2) counseling

and guidance, or (3) community junior colleges; all of which were relevant to this study

4. Only adult counselors and their immediate administrators in the nineteen public community junior colleges in Kansas were canvassed by the questionnaire
5. To insure a total coverage of both populations, the data was collected through the personal structured interview technique with all personnel involved in the study.

The Procedure Followed

The following steps were taken in conducting this study: (1) the supervisory committee of the researcher discussed and provided guidance in the planning of the research; (2) selected officials in the Kansas State Department of Education and other specialists in the fields of counseling and guidance, and community junior colleges, were consulted regarding the proposed research for their ideas and suggestions; (3) formal presentation of the total research project was discussed and evaluated in a research seminar, (4) Dr. Donald P. Hoyt, Director of Educational Resources at Kansas State University, was consulted regarding suggestions for the overall design of the study and specific suggestions regarding appropriate statistical procedures regarding a meaningful analysis of the data to best answer the research questions posed for the study; (5) a research instrument was designed, using a modification of the Delphi technique developed by the RAND Corporation as a means of obtaining greater consensus among experts; (6) Dr. Joseph Miller, Director of Teacher Education and Community Junior Colleges in the Kansas State Department of Education, sent a cover letter to the Presidents of the

nineteen public community junior colleges explaining the nature and purpose of the study; (7) appointments were arranged, via telephone contacts, to visit the appropriate personnel in each community junior college to collect the data utilizing the structured interview technique; (8) the researcher conducted a personal visitation in each public community junior college with the adult counselors and their immediate administrators to obtain the data for the study; (9) the research data were tabulated and analyzed by resolving them into tables. Appropriate relationships and comparisons between the two populations were also analyzed; (10) the research findings were made available to key individuals in the Kansas State Department of Education and all participating institutions involved in the study.

The above mentioned procedures were followed and data collected so baseline trends and comparisons could be established for adult counseling and guidance programs in the nineteen public community junior colleges in Kansas.

Statistical Procedure

Two primary statistical procedures were used to analyze the data obtained from the questionnaire.

The rankings of priorities, strengths, and weaknesses of adult counseling and guidance programs, and reasons adults seek counseling and guidance services were categorized under common cluster areas with frequency distributions and percentages calculated for both counselor and administrator responses. The responses relative to the percentage of time spent with adult counseling and guidance programs were also tabulated and an average percentage time factor was reported. Percentages, frequency responses,

and chi-square values were also tabulated and reported on each item that was rated on each of the scales relative to: (a) priorities of adult counseling and guidance programs, (b) strengths and weaknesses of adult counseling and guidance programs, (c) problems involved in establishment, implementation, or continued development of adult counseling and guidance programs, and (d) reasons adults seek counseling and guidance services.

The second primary statistical procedure used was chi-square test for goodness of fit to determine if there were significant differences between the responses of the administrators and counselors on each rated item contained in section B of the questionnaire. The researcher reported 60 chi-square test for goodness of fit values corresponding to the 60 rated items contained in section B of the questionnaire.[2]

Roscoe (1969, p. 190) stated "... chi-square tests of goodness of fit, . . . are used to determine whether an observed frequency distribution departs significantly from a hypothesized frequency distribution."

McCall (1970, p. 291) states that chi-square goodness of fit occurs when independently sampled observations fall into one of several pre-established categories, all of which are part of a single classification scheme. McCall (1970, p. 291) cites the following as appropriate assumptions for the chi-square goodness of fit: (1) observations must be independently sampled,

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[2] For brevity purposes, the chi-square values are not reported in the present paper. The reader is referred to Hartwig (1973) for presentation of full statistical tables with reported probability levels and significant differences. All significance levels were reported at the .05 or .01 level. The minimum acceptable probability level for significant statistical acceptance or rejection of null hypotheses was set at .05 level.

(2) the responses fall into one and only one category, (3) the classification system must be pre-established.

Roscoe and Byars (1971, pp. 755-759) report a study in which they critically examined the problem of minimum expected frequencies in chi-square approximations of the multinomial distribution and the suggested general recommendations based upon empirical evidence with respect to the use of these statistical procedures. The following were the findings and conclusions of the study:

1. Total sample size is a more important factor than the number in each class
2. Chi-square is quite robust even with very small samples
3. The chi-square goodness of fit test with one degree of freedom proved to be erratic in behavior and generally inferior to tests with more than one degree of freedom
4. Chi-square approximation is extremely robust in tests of goodness of fit, and the user need not be concerned about minimum expected frequencies in any ordinary research application
5. With moderate departures from uniform, the average expected frequency should be maintained at four or more for the 0.05 level and at six or more for the 0.01 level. With extreme departures from the uniform case, these figures should be increased to six and ten, respectively

6. The chi-square approximation with one degree of freedom provided an acceptable approximation under all circumstances where the average expected frequency was maintained at 7.5 or more

On the basis of the above cited research and the somewhat small number in both populations, the level of significance or alpha level was set at the .05 level on all calculations involving chi-square analysis of the research data.

SECTION III

FINDINGS, RECOMMENDATIONS, OBSERVATIONS[3]

All findings, recommendations, and observations of this study should be interpreted in the light of the delimitations which were: (1) the study was limited to the adult counseling and guidance programs in the nineteen public community junior colleges in Kansas, and (2) the results, implications, and recommendations of the study are relevant to Kansas and should not be generalized to similar programs in other states.

Research Findings

The findings of this study were categorized as follows: (1) priorities of adult counseling and guidance programs, (2) strengths and weaknesses of adult counseling and guidance programs, (3) problems encountered in the establishment, implementation, or continued development of adult counseling and guidance programs, (4) reasons adults seek counseling and guidance services, (5) amount of time counselors and administrators spend on adult counseling and guidance programs, and (6) population background information on adult counselors and administrators.

Priority trends. The priority trends indicated that counselors and administrators held different perceptions relative to the listing and ranking of priorities of adult counseling and guidance programs. Counselors listed goal development, assessment programs, and continuing education programs as their

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[3]The conclusions based on the research findings of the study have been incorporated into the research findings section. For a full discussion of conclusions, the reader is referred to Hartwig (1973, pp. 223-226).

three main priorities. Administrators listed educational information and planning, career information and planning, and adequate counseling staffs as their three main priorities.

Null hypothesis I stated that there is no significant difference between the responses of adult counselors and their supervisors regarding the priorities of adult counseling and guidance programs. The counselor's and administrator's perceptions differed significantly on the following rated priority items: (1) establishment of long range goals in relation to individual's positive self concept and perceived psychological needs, (2) development of assessment program to assist the student and teacher in establishing a starting point in skill development and instructional objectives, (3) adjustment of adult learner by providing a learning environment conducive to individual development, (4) retention of students once enrolled in program, (5) integration of occupational, educational, and personal-social information into adult learner's life style and background experiences, and (6) recruitment of adult students.

Strength and weakness trends. The pattern for strengths and weaknesses indicated that counselors and administrators agreed Adult Basic Education and high school completion guidance services was their first major strong point. Counselors listed vocational information and advisement as their second major strong point. Administrators listed educational information and advisement as their second major strong point. Counselors listed communications between counselors, staff, and community as their third strongest point. Administrators listed vocational information and planning as their third strongest point.

The counselors listed five cluster areas as weak points of adult counseling and guidance programs: (1) limited counseling services, (2) insufficient time, (3) inadequate adult counseling background, (4) inadequate facilities and materials, and (5) lack of follow-up studies and referral agencies.

The administrators listed five cluster areas as weak points of adult counseling and guidance programs: (1) insufficient time, (2) limited counseling services, (3) lack of community involvement, (4) inadequate counseling and guidance programs, and (5) lack of follow-up studies and referral agencies.

Both groups perceived that insufficient time and lack of follow-up studies and referral agencies were common weak points, but held different perceptions relative to the other weak points.

Null hypothesis II stated that there is no significant difference between the responses of adult counselors and their supervisors regarding the degree of strengths and weaknesses of adult counseling and guidance programs. The counselor's and administrator's perceptions were significantly different on the following component items: (1) budget, (2) community development, (3) adult counseling techniques, (4) adequate clerical staff, (5) cumulative records, (6) adequate communication, (7) understanding of program goals, (8) administrative support of adult counseling and guidance program, and (9) adequate utilization of counseling services by adults.

Problem area trends. Null hypothesis III stated that there is no significant difference between the responses of adult counselors and their supervisors regarding the major problems in establishing and implementing

adult counseling and guidance programs. The counselor's and administrator's perceptions differed significantly on the following rated problem areas: (1) budgeting limitations, (2) lack of support for program from faculty, administration, and community, and (3) lack of expertise in area of adult counseling.

Reason adults seek counseling services. Both groups held similar perceptions on the listed and ranked reasons for adults seeking counseling services. Counselors suggested that vocational needs, education needs, and personal and social needs were the three main reasons. Administrators concurred on these reasons but also added inadequate self concept as a major reason.

Null hypothesis IV stated that there is no significant difference between the responses of adult counselors and their supervisors regarding the reasons adults seek counseling and guidance services. The perceptions of the two groups on the rated reasons were significantly different on the following items: (1) financial problems, (2) reasons other than employment, (3) career placement, and (4) completion of Adult Basic Education or high school completion program.

Amount of time spent on adult counseling programs. The trend for counselors suggested that the majority spent between ten and twenty percent of their time in this area. The same trend was discerned for the administrators which suggested that the majority spent between ten and twenty percent of their time in this area.

Descriptive hypothesis I stated that counselors and administrators do not devote enough time for development and implementation of adult counseling

and guidance programs. The review of literature suggested that forty to sixty percent of a counselor's and administrator's time should be spent on development, planning, implementation, and providing adequate guidance services for adults due to increased enrollments of adult students and the nature of a changing, technologically oriented society. The trend for public community junior colleges in Kansas indicated that people involved in development and implementation of guidance services for adults need to spend more of their time in this area. Thus, on the basis of the previously mentioned trend, descriptive hypothesis number I was valid for public community junior colleges in Kansas.

Population background. The background trends were as follows:

1. All counselors and administrators hold graduate degrees with emphasis on graduate work beyond the master's degree
2. The undergraduate majors for both groups were categorized under the following cluster areas: (1) Business Education, (2) Social Studies, (3) Physical Education, (4) Elementary Education, (5) Mathematics, (6) Psychology, (7) Foreign Languages, (8) Natural Sciences, and (9) Vocational or Industrial Education
3. The undergraduate minors for both groups were categorized under the following cluster areas: (1) Languages, (2) Mathematics, (3) Psychology, (4) Social Sciences, (5) Natural and Biological Sciences, (6) Business Education, and (7) Industrial Education
4. There were 23 counselors and 20 administrators who provided information relative to counseling and guidance services for adults

5. Eighteen of the 23 counselors and sixteen of the 20 administrators received their undergraduate degrees from Kansas institutions
6. Twenty of the 23 counselors and fifteen of the 20 administrators received their graduate degrees from Kansas insitutions
7. The official titles of the counselors were categorized as: (1) counselors, (2) director, career guidance, (3) instructor, and (4) dean of student services
8. In most cases the counselor's immediate supervisor was: (1) dean of students, (2) president, (3) director of guidance, or (4) dean of community services
9. All but two of the 23 counselors had graduate majors in counseling and guidance. Graduate majors for the 20 administrators were clustered in the fields of: (1) Mathematics, (2) Administration, (3) Counseling, (4) Education, (5) Industrial Arts, (6) English, (7) Social Studies, and (8) Adult Education
10. The official titles of the administrators were categorized as: (1) dean of students, (2) dean of instruction, (3) director of counseling, (4) director or dean of community services, and (5) dean of technical education
11. In all cases the administrators' immediate supervisor was either the president, dean of students, or dean of instruction
12. The difference in mean age for counselors and administrators was 1.06 years indicating that both groups were within the same age range

13. Administrators earned twice as many credit hours in adult education courses than did counselors

14. Counselors earned three times as many credit hours in counseling courses than did administrators

15. Both groups earned approximately the same number of credit hours in Educational Psychology and Psychology courses

16. Counselors held position in the field of guidance or related areas approximately 2.25 years longer than administrators in the field of guidance

17. Both groups were within four mean years of each other in: (1) their present position, (2) field of education, and (3) fields outside of education

Descriptive hypothesis II stated that counselors and administrators lack the professional preparation and career experience to provide counseling and guidance programs to meet the individual needs of adult students. On the basis of the previously cited trends it appeared as though both groups did not lack backgrounds and career experiences except in the background areas of number of credit hours obtained in adult education courses. Counselors as a group, appear to need further exposure to more course work in adult education.

Recommendations for Further Research

1. Similar research should be undertaken to identify priorities, strengths, weaknesses, and problems involved in the establishment of adult counseling and guidance programs in educational institutions in Kansas other than public community junior colleges which offer adult education programs

2. Similar research should be undertaken on a much larger scale. An investigation of this nature should be conducted on a regional or national basis to enable the findings to be generalized to a larger population

3. Research should be conducted which is aimed at defining and delineating the psychological characteristics of students enrolled in adult education programs.

4. Further research should be conducted on student personnel programs for adults to determine guidelines and criteria relative to the establishment and implementation of such programs

5. A longitudinal study should be undertaken to identify valid guidelines and criteria for professional preparation of adult student personnel workers

6. A study should be undertaken to determine the interrelationship between adult counseling and guidance programs and continuing education, or community services programs

7. A study should be undertaken to determine methods of solving the following weak points of adult counseling and guidance programs: (1) limited counseling services, (2) lack of community involvement, (3) lack of facilities, (4) limited placement services, (5) budgeting limitations, (6) failure to reach adults with counseling services, and (7) lack of follow-up studies and referral agencies

Personal Observations

As a result of personal visitations to the nineteen public community junior colleges, concepts and concerns were expressed by the participants that were not directly reflected in the data collected by research instrument.

The writer's personal observations were:

1. Most adult counseling and guidance programs in the nineteen public community junior colleges are in a developmental or conceptual stage and need further revision and input data prior to implementation
2. The adult counseling and guidance program should be an integral part of the total educational design of the institution and, more specifically, should be included in the continuing education program as a major program priority
3. Graduate courses in: (1) adult counseling techniques, (2) adult psychology, (3) adult learning theory, and (4) community services in public community junior colleges, need to be included in curriculum offerings in adult education graduate programs
4. More emphsis needs to be placed on in-service education such as seminars, workshops, and conferences
5. A method should be developed reflecting, on an annual basis, the enrollments in community service programs, continuing education programs, or community education programs. The enrollment should indicate the number of people enrolled in specific areas such as: (1) Adult Basic Education or high school completion programs,

6. (2) vocational, (3) cultural, (4) leisure time courses, or (5) any categorical division established by the state department of education or the specific institution

7. There is a need for more effective communications between public community junior colleges relative to program development, major priorities, and guidance services offered to adults. More effective communications should be established by conducting regularly scheduled conference, workshops, and seminars relative to the above mentioned areas

8. A statewide task force committee should be established to direct, coordinate, and implement adult counseling and guidance services in all programs offering adult education programs. The task force committee should include the following personnel: (1) state director of adult education, (2) state director of community junior colleges, (3) administrators of adult education programs, (4) adult counselors, (5) representative sample of students enrolled in adult education courses, and (6) teachers in adult education programs

9. The Adult Education Association and other professional organizations should publish more specific materials directly related to adult counseling and guidance programs

10. Graduate courses in: (1) establishment of adult counseling programs, (2) characteristics of adult students, (3) adult psychology, and

(4) adult learning theory, need to be included in curriculum offerings in graduate counseling and guidance programs for those students who plan on working primarily with adults

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